DOCUMENT RESUME

ED 183 268 PS 011 243

TITLE	Report of the Governor's Commission on Education for Parenthood.
INSTITUTION	Kansas State Dept. of Education, Topeka.
PUB DATE	78
NOTE	38p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Child Abuse; *Community Resources; *Curriculum Development; Elementary Secondary Education; Higher Education; Neglected Children; *Parenthood Education; *Resource Centers; *Teacher Education; Videotape Recordings
IDENTIFIERS	*Kansas; Recommendations

ABSTRACT

Part of an effort to develop a state plan to prevent child abuse and neglect, this report provides a summary of recommendations and supporting rationale for parenthood education in Kansas. Brief reports of committees on (1) curriculum development in elementary and secondary school, (2) teacher preparation in colleges and universities, (3) community based resources for parents, and (4) a parenthood education resource center are provided. Production of video tape materials on child abuse and neglect is reported in Appendix A. Kansas State House of Representatives Resolution No. 5060 in support of parenthood education in the public schools is reproduced in Appendix B. Appendix C presents findings from the Governor's Task Force on Problems of Youth, concerning child abuse and recommendations for prevention. (RH)

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REPORT OF THE GOVERNOR'S COMMISSION ON EDUCATION FOR PARENTHOOD

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1978

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CONTENTS

	Page
The Governor's Commission on Education for Parenthood	1
The Need for Education for Parenthood	3
Summary of Recommendations from the Governor's Commission on Education for Parenthood	9
Report of Committees on:	
Education for Parenthood Curriculum Development in Elementary and Secondary School	11
Teacher Preparation in Colleges and Universities	15
Community Based Resources for Parents	23
Parenthood Education Resource Center	27
Appendix A - Some Wounds Never Heal	33
Appendix B - House Concurrent Resolution 5060	35
Appendix C - Recommendation on Parenting Education from Governor's Task Force on Problems of Youth (Recommendation #2 under Prevention)	37

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THE GOVERNOR'S COMMISSION ON EDUCATION FOR PARENTHOOD

On February 24, 1977, Governor Robert Bennett called together a group of Kansas citizens for a Seminar on Education for Parenting. This initial meeting developed into the Governor's Commission on Education for Parenthood. A list of the agencies and organizations that compose this Commission is given on the following page. The members of the Commission and other interested citizens from across Kansas prepared this progress report.

Governor John Carlin has expressed his support for the work of the Commission and included the following remarks in his Legislative Budget Message:

> My predecessor brought Kansas into the arena of programs for the prevention of child abuse, for which he deserves much credit. One part of that emphasis included a Governor's Commission on Education for Parenthood, which was a representation of more than 20 educational and health related agencies and organizations which met regularly to attempt to develop a positive caring attitude by children toward themselves and others. The objective of this commission was a long-term attempt to confront the issue of child abuse by parents with little or no concept of how to be a parent. The program has merits from the preventive side of handling the child abuse problem.
>
> Education for parenting in our public schools would be a logical step in the prevention of child abuse and neglect and the program will receive the support of this administration. Consequently, the budget of the Department of Education reflects an additional position for the Parenthood Education Resources Center Coordinator.

Governor John Carlin
Budget Message to the
Kansas Legislature
Tuesday, January 23, 1979

GOVERNOR'S COMMISSION ON
EDUCATION FOR PARENTHOOD
REPRESENTATIVE AGENCIES:

Governor's Office
Junior League of Topeka
Junior League of Wichita
Kansas Alliance of Private & Parochial Schools
Kansas Association for School Health
Kansas Association of School Boards
Kansas Association of School Psychologists
Kansas Association of Vocational Home Economics Teachers
Kansas Board of Regents
Kansas Committee for Prevention of Child Abuse
Kansas Coordinating Council of Churches
Kansas Cooperative Extensive Service
Kansas Council for Children & Youth
Kansas Home Economics Association
Kansas National Education Association
Kansas Parent Teacher Association
Kansas Personnel & Guidance Association
Kansas State Board of Education
Kansas State Department of Education
Kansas State Department of Health & Environment, Bureau of Maternal & Child Health
Kansas State Department of Social and Rehabilitation Services, Division of Services to Children & Youth
League of United Latin American Citizens
National Foundation of March of Dimes
Northeast Indian Tribes of Kansas & Nebraska
United School Administrators

THE NEED FOR EDUCATION FOR PARENTHOOD

As a result of ever escalating statistics in such areas as child abuse and neglect, juvenile crime, and high risk teenage pregnancy, there is a growing consensus that Kansans must work together to address the origins of these social problems. It is imperative that methods be explored for carrying out primary prevention by improving the quality of the nurturing care that children receive in their own families.

Our state pays a great price by allowing large numbers of our citizens to reach physical maturity with little understanding of themselves, their own development, and their responsibilities as parents. The cost is continually paid in terms of loss of human potential, unnecessary suffering, and a tax burden that relentlessly grows.

Each year huge sums of money are spent in an attempt to rehabilitate people who have not received adequate care. Many children who find themselves in intolerable home situations, need care in foster homes or group homes. Those children not fortunate enough to be placed in good foster care swell the statistics of the teenage runaways. Some teenage girls who have never known consistent love meet their personal psychological needs by having children while they themselves are still children. They continue a cycle of inadequate preparation for parenthood and limit their ability to provide good parenting. Other teenagers become involved with crime and wreak havoc in their own lives, causing loss of property, physical injury, and sometimes death, to others.

It is significant to note that, because of their own childhood experiences of being abused and neglected, inmates at the Kansas State Penitentiary at Lansing are involved in the effort to prevent child

abuse and neglect. The addendum of this report entitled, "Some Wounds Never Heal" describes the part inmates played in making a video-tape production and television spots for a national media campaign to prevent child abuse.

Why Do Parents In This Generation Need Education For Parenthood?

Probably, parents in all generations would have found it helpful to have received education for parenthood. However, it used to be that in large families older brothers and sisters had actual experience in caring for the younger members of the family. The extended family with grandparents, aunts, and uncles nearby provided a support system and acted as a reservoir of experience and resources to turn to when difficulties arose. Now, many families often live far away from relatives and any kind of support system. Family members experience growing pressures that threaten the stability of their family units, making it imperative that they receive preparation and support for the roles they assume.

Parenting skills are transferred from one generation to another with the strengths and weaknesses of the family's parenting style largely intact. People are fortunate indeed if their parents have served as good models. Unfortunately, many people do not have adequate nurturing care during their childhood. As a result, unless the cycle of inadequate care is broken by education, these parents will basically parent the way they were parented.

There is no one way to parent. However, there are certain elements of nurturing care and parenting skills that are fundamental to normal growth and development in all children. Education for parenthood can

provide support and information for a variety of family life styles.

What Is Meant By The Term Education For Parenthood?

The stress is put on the concept of preparing persons for the responsibility of having children. Education for parenthood focuses first on the education of children in schools before they are parents. The second focus is on the education of parents early in the process of having the baby and beginning the care of the young child.

The Commission's Committee on Developing an Education for Parenthood Curriculum for Elementary and Secondary School has defined education for parenthood as follows:

> Education for parenthood is an educational process which involves the development of positive caring attitudes toward self and others, interpersonal skills, and the factual knowledge necessary to make responsible decisions. It encompasses the ability to nurture the development of the young and to be sensitive to the evolving changes and demands in adolescence, early adulthood, and advancing years.

Why Teach Education For Parenthood In Elementary and Secondary Schools?

It is important that young people growing toward adulthood have a realistic understanding of the personal and financial demands related to becoming a parent. They need to be aware of the reasons why it is essential for their own long term well-being and the happiness of their potential children that they complete their growing-up period before taking responsibility for the life of a young child.

An essential element in successfully raising a child is for parents to have a sense of their own self worth which they are able to communicate effectively to their children. Self concept, communication, and other interpersonal skills develop all during the growing years. It is unrealistic to believe that it is possible to wait until young people become parents and expect them to develop the interpersonal skills they need to be effective as parents.

Young people also need factual information that will help them live their own lives and prepare them to nurture the children they will probably have. This information has traditionally been taught primarily in the subject areas of home economics, health education, social studies, and science supported by guidance and other special services. Although schools already teach courses in these areas and provide support services, there is no coordinated, systematic integration of the information and skills needed into the over-all curriculum so that all children receive preparation for parenthood. In addition, there is no systematic evaluation of the effectiveness of what is being taught in preparing young people to assume the role of parents.

It would be expected that through participation in an education for parenthood program, students would:

1. Develop an attitude of respect and care for themselves and others.
2. Improve their interpersonal skills.
3. Develop skills in decision making based on realistic alternatives.
4. Establish personal short-term and long-range goals.
5. Increase knowledge about human growth and development.
6. Increase knowledge about nutrition and diet.

7. Develop knowledge and skills related to marriage, parenthood, and child rearing.
8. Gain an understanding of the harmful effects of some medications, alcohol and other drugs, and veneral disease on mother and developing fetus.
9. Prepare to be a knowledgeable consumer.
10. Prepare to make realistic career choices considering the economic demands of parenthood.

The Commission has decided to concentrate its first efforts on encouraging local school districts to develop education for parenthood programs in cooperation with their communities. An essential part of this effort is the establishment of a parenthood education resource center to accumulate information about programs and resource people across the state and to provide information to local communities about what is being done in Kansas and across the nation.

Why Strengthen Community Parent Education Programs?

The Commission considers that direct education of parents, the child's first and most important teachers, to be the second essential component of an education for parenthood program in Kansas. The Commission encourages communities to work with parents as early as possible in the process of pregnancy, delivery, and the beginning care of the baby. The early stages are important in determining whether the baby will reach its developmental potential, and the motivation of parents to learn during this period is characteristically high.

During the developmental period from infancy to three years, the foundation for physical, social, and intellectual growth is laid. In order to prevent developmental problems and to maximize the potential of each child, it is of crucial importance that parents are knowledgeable and skillful in caring for the young child in this period of his/her life.

For example, in recent years, researchers have learned a great deal about the importance of infant-parent attachment, sometimes called bonding, during the early days of the life of the newborn. Other studies have made techniques available for detecting hearing loss and developing educational problems at early ages when the possibility for successful remediation is optimum. All parents need access to this kind of information and help in raising their children.

In addition, parents of elementary and secondary age children continue to need the opportunity to participate in programs designed to assist them in improving their parenting skills. Many agencies and community organizations now provide parent education by working with all the different stages of the development of the child and the parent's desire to understand and meet the needs of the child as he or she grows and changes.

The Commission commends these efforts and, in order to strengthen all parent education programs, recommends the following: (1) continuing research into community programs that are working successfully, (2) developing a plan to focus the efforts of all the agencies and organizations that now do parent education, (3) starting pilot programs to test what parent education programs work best in Kansas communities, and (4) using the Parenthood Education Resource Center to collect information about what resources there are available in people and programs in Kansas and to disseminate information to communities that request help.

SUMMARY OF RECOMMENDATIONS FROM THE GOVERNOR'S COMMISSION ON EDUCATION FOR PARENTHOOD

The Commission accepts the premise that, to do primary prevention of many social problems and to raise the quality of life for all, we must provide education for parenthood. The Commission calls upon all the agencies and organizations in Kansas interested in children and families to join together in a pooling of energy, resources, and talents to make it possible to develop and deliver such an educational program. Wherever possible, the Commission recommends working through existing organizations to reach the goal of preparing our citizens for the responsibilities of parenthood.

Recommendations

1. The development of education for parenthood curriculum in elementary and secondary schools as a joint effort between school systems and the communities they serve.

2. The development of programs to prepare teachers to teach education for parenthood by teacher education institutions, local school districts and communities, and the State Department of Education.

3. The establishment of workable ways to reach expectant parents with education and medical care during pregnancy and delivery and to provide education to parents, emphasizing families with children (in the ages) from infancy to three years.

4. The development of community programs that enable parents to gain new understandings and skills appropriate to the evolving stages of the life cycle.

5. The development and funding of a parenthood education resource center as the central element in facilitating the development of the program in Kansas.

6. The initiation of a strategy to enhance public awareness as to the need to provide education for parenthood programs.

Committees were appointed by the Commission to make recommendations in the areas of education for parenthood curriculum development in elementary and secondary school, teacher preparation in colleges and universities, community based parent education, and parenthood education resource center. These committees functioned during the summer and fall of 1978 and their reports follow.

September, 1978

REPORT OF THE COMMITTEE ON EDUCATION FOR PARENTHOOD CURRICULUM DEVELOPMENT IN ELEMENTARY AND SECONDARY SCHOOL

By: James Coder, Chairperson
Dr. Manuel Escudero
Eric Ewers
George Frey
Pauline Green
Bette Morris
Carol Oberle
Mary Beth Schroff
Mary Thomas

Philosophy

Education for parenthood is an educational process which involves the development of positive caring attitudes toward self and others, interpersonal skills, and the factual knowledge necessary to make responsible decisions. It encompasses the ability to nurture the development of the young and to be sensitive to the evolving changes and demands in adolescence, early adulthood, and advancing years.

Programs and Resources We Would Like To Have In Kansas

1. Ideally, each school district and the community it serves will work together to develop an integrated systematic K-12 education for parenthood program. It is recognized that parenthood education concepts are already a part of the instructional program in most schools. These concepts should be used as a base for a developmental, systematic, integrated program to reach every student.

2. General curriculum guidelines for education for parenthood should be provided to school districts from the Kansas State Department of Education. However, each local district should be free to develop its own unique K-12 program within these guidelines.

3. A parenthood education resource center should be developed, maintained, and staffed by the Kansas Department of Education. This center would serve as a clearinghouse and indentification agency for materials and programs available throughout the state and nation. It would also accumulate, catalog, and distribute materials upon request to local school districts and community groups.

4. The key to the implementation of an education for parenthood program is that teachers be trained to deal with the total concept involved. To accomplish this:

   (a) Teacher education institutions will ensure that teacher preparation includes education for parenthood training as it applies to their subject area. (The Committee on Teacher Preparation will deal with how this is to be accomplished.)

   (b) The Kansas Department of Education will conduct seminars and workshops for those presently teaching to assist them in understanding the concepts and in developing skills and materials in order to integrate education for parenthood concepts into their day-to-day instruction. Again, it is recognized that many of these concepts are already a part of the instructional program in most schools; and these should be used as the base for a systematic, integrated program to reach every student.

   (c) Local school districts will be encouraged to conduct in-service for faculties and community interest meetings.

5. The Kansas State Department of Education will conduct a statewide program to encourage the development of education for parenthood. This thrust will involve the lay public as well as boards of education and professional educators to enable local districts to generate broad support of education for parenthood.

September, 1978

REPORT OF THE COMMITTEE ON TEACHER PREPARATION IN COLLEGES AND UNIVERSITIES

By: Leonard Chaffee, Chairperson
Donald Brown
Rachel Dodd
Robert Eggold
Eileen Heinen
Elnora Huyck
Joe McFarland
Lloyd Stone
Sally Torrey

Introduction

The committee (Teacher Preparation in Colleges and Universities) was convened by Dr. Joe McFarland on June 28, 1978, at Wichita State University. Dr. Leonard M. Chaffee was elected chairperson at this meeting, the role of the committee was outlined, and plans were drawn for completing the committee assignment.

Several meetings were held during the month of August and the committee continued the discussions necessary to develop this report. Early in its deliberations, the committee decided that a draft of the statement of philosophy would be sent to the deans of education at Regents' institutions for their review and suggestions. Also, the list of courses was reviewed by appropriate officials at these institutions. The committee appreciates the serious response to its request for assistance by all of these persons.

Finally, the chairperson commends the members of the committee for their excellent work. The assignment came at a time when all were extremely involved in a variety of responsibilities; yet, they worked diligently on a topic they believed to be of importance to the citizens of Kansas.

Teacher Education And Its Relationship To An Overall Plan For Parenthood Education

WE BELIEVE that "Education for Parenthood" is vitally important in America today. Child abuse and neglect have reached epidemic proportions in the United States; and more importantly for a much greater portion of our population, lack of skills and even parental disinterest result in the loss of much human potential. Schools and family-care agencies in our communities are struggling to cope with the problem.

> The function of parenting includes all types of life styles and value systems. The term "parent" includes all types of people--indeed, anyone who has children as well as many persons who do not and yet function in the role of parent. Additionally, many adults, although not parents, do relate to children in ways that model relationship styles.
>
> To be effective, education cannot stop at the level of acquiring information. The learner must be involved in the evolution of the learned concepts. Methodology for this kind of teaching is a skill to be acquired. Furthermore, learning which will be consistantly translated into behavior must be accumulated over a long period of time.

WE BELIVE that "Education for Parenthood" is a shared responsibility. Within Kansas, the appropriate segments of our communities need to be motivated to respond to this need: first of all, families, then local schools, colleges and universities, churches, family-oriented charitable agencies, state agencies, and programs.

The preparation of teachers and other educational personnel must necessarily be only one segment of a broad plan. The committee believes that any plan for improving education for parenthood must be based upon the premise that the process of learning to be a parent begins early in one's childhood. Further, this committee believes that the primary place in which children learn to become parents is through associations within a family structure and secondarily in educational settings through a skill development process.

WE BELIEVE that "Education for Parenthood" is best understood as a two-generation thrust involving, first, the training of parents to provide the appropriate skills and understandings necessary to care for their children and, second, teaching children while nurturing them with wholesome attitudes, values, and appreciations, to help them become mature, responsible adults and, hopefully, capable and responsible parents.

Of the two influences, school and family, on a child's attitudes toward parenting, the actual parenting relationship will have greater influence on the child. Therefore, while educators should continue to model adult-child relationships and to contribute to educating children for parenting, it is believed that every effort should be made to bring about a re-education of existing parents, through providing supportive and skill-building experiences.

Whether in schools or colleges, the career education model developed by the counseling profession in the early 70's might well serve in designing programs. Rather than introducing a single course as a response to this important

topic, it is the conclusion of this committee that concepts related to education for parenthood should be integral parts of the total curriculum. Teachers model adult-child relationships, and this modeling may be the most important teaching they do in the area of education for parenthood. It can be the most important if teachers help students understand the nature of relationships which are facilitating and those which are not.

WE BELIEVE that preparing all teachers effectively for their role in "Education for Parenthood" should be a major goal of teacher education in Kansas. We call for all institutions in Kansas which prepare teachers to continue reviewing their course offerings, making revisions, and adjusting their programs to give more emphasis to the elementary and secondary teacher's role in "Education for Parenthood."

After careful study, the members of this committee believe that the preparation of teachers in this important area can best be accomplished by the normal process of program development within each college of education rather than by adding specific requirements in the state certification regulations for teachers. As is the case in elementary and secondary school curricula, it is inappropriate to expect a single course to serve adequately in this important area.

Although all areas of the curriculum may contribute to education for parenthood, it may be expected that certain types of teachers will be able to accept primary instructional responsibility. For example, teachers in early childhood and early elementary school, guidance

counselors, teachers of health and home economics, and other family life specialists will have major responsibilities in this area. It is imperative that preparation programs for these teachers include both appropriate subject matter and the development of the interpersonal competence necessary for these specialists to work successfully in this important area. In education for parenthood, it is important that persons learn appropriate techniques; however, they must be helped to acquire developmental understanding and to maximize the ways in which they relate one with another. It is important that parents, future parents, and future teachers fully understand the way children develop. An optimal system of education for parenthood would place prospective teachers and prospective parents in learning situations which would permit them to "live through" ways of more effectively relating to each other.

In addition to the offering of preservice programs with the above strengths, colleges and universities should provide in-service opportunities for educational specialists and teachers, develop research in the area of education for parenthood and, of course, make certain that the appropriate existing programs prepare persons to be effective in education for parenthood. This committee believes those responsible for teacher education programs should continue to stress the importance of education for parenthood in our society and strive to develop higher levels of awareness and increased competencies in their students.

* * * * * * * * * *

A list of courses offered by the Regents' institutions relating to education for parenthood may be obtained from the Parenthood Education Resource Center. A list of resource people on the Regents' institutions follows:

Resource Persons In Teacher Education In Regents' Institutions

Emporia State University	Contact Person:	Dr. Lloyd Stone Professor of Counselor Ed.
	Resource Persons:	Ms. Linda Carson Dr. Carol Marshall
Ft. Hays State University	Contact Person:	Dr. Arris M. Johnson Professor of Education
	Resource Persons:	Dr. Donald Blass Dr. James Stansbury
Pittsburg State University	Contact Person:	Dr. Robert Sheverbush Chairman, Department of Psychology & Counseling
	Resource Persons:	Dr. John Nield Dr. Doris Sindt
Kansas State University	Contact Person:	Dr. Mary Harris Assistant Professor of Ed.
	Resource Persons:	Dr. Pamela Marr, Director Foster Parents Resource Center
University of Kansas	Contact Person:	Dr. Lelon R. Capps Associate Dean for Undergraduate Studies
	Resource Persons:	Prof. Sherry Borgers Prof. Diane McDermott Prof. Art Thomas Dept. of Counseling

Prof. Robert Hohn
Prof. Marvin Fine
Prof. E. Peter Johnsen
Dept. of Ed. Psychology
and Research

Prof. Evelyn Swartz
Prof. Jim Christie
Prof. Phil McKnight
Prof. Ruth Noyce
Prof. Flora Wyatt
Dept. of Curriculum
and Instruction

Prof. Phil Huntsinger
Prof. Don Henry
Prof. Mike Bahrke
Prof. Jean Pyfer
Dept. of Health, Physical
Education & Recreation

Wichita State University

Contact Person: Dr. Robert Anderson, Director
Office of Educ. Field Services

Resource Persons: Dr. Dessie James
Dr. Davia Veach

December, 1978

REPORT OF THE COMMITTEE ON COMMUNITY BASED RESOURCES FOR PARENTS

Combined and Compiled by: Marge Petty, Chairperson of Prenatal and Preschool Subcommittee, and Bob Clark, Chairperson of Community Education Subcommittee

Prenatal and Preschool Subcommittee

Marge Petty, Chairperson
Patte Martin R.N.
Nola Ahlquist R.N.
Arthur Cherry M.D.
Shirley Norris
Patricia Dell
Ginny Hunter R.N.
Helen Martin R.N.

Community Education Subcommittee

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Kermit George
Chuck Smith
Dave Imeg
Rabbi Reiner
Gretchen Brandt
Jules Cohen
SuEllen Fried
Joan Cusick
Jayne Sturgess
Patricia Elliott
Gene Kasper
Ann Rodriguez
Dorothy Groesbeck

Philosophy

Parent education in the community is to support, not replace, the family. It represents both a preventive, ongoing service directed primarily at meeting needs before they become problems.

Parent education can influence the family at any point in the life cycle. The goal is to support the parent by enhancing a positive parenting experience, avoiding crises or disruption of a particular developing family, and contributing to an environment for the child which will lead to the development of a healthy adult.

Target Population

The target populations of this combined report are all parents (whether expectant, adoptive, foster, single, or divorced) as well as those people working with children on a professional or paraprofessional level. This targeting recognizes the combined influence of family and community in the promotion of mentally and physically healthy children.

Recommendations For Communities

1. Ideally, each community would pool the parent education resources of various facilities, such as churches, health departments, mental health centers, and schools, to offer parents optimum parenting education experiences. These linkages could begin through the formation of a community coalition.

2. Many parent education programs currently exist through community resources. These should be recognized as a base on which a community can build its programs.

3. Optimal parent education conditions in the community would include:
   (a) Prenatal and postnatal learning experiences and classes for parents.

   (b) Parenting classes for parents of children, preschool through adolescence.

   (c) The Women, Infant and Children Nutrition program (WIC) which provides nutrition, education, and food supplements.

   (d) Child Home Visitor programs for paraprofessional visits to all parents of newborns.

(e) Family-center maternity care supported by medical, nursing, and hospital professionals.

(f) Training of professionals to sensitize them to needs and potential of families in parenting education and to give the professionals parenting education training skills.

(g) Out-of-home child care resources and Mother's Day Out, crisis nursery, and public health nurseries.

(h) Parent education programs for child care providers and foster parents.

(i) Education through the media on community resources and on parenting education skills.

Objectives

1. Within three years, 25 percent of the Kansas communities will develop community coalitions for parenting education through the support and resources provided by the Governor's Commission on Education for Parenthood and PERC.

2. Within one month of contact by local coalition, the Commission will provide resources to them. Those resources will include materials, such as a community needs assessment tool, pamphlets, bibliographies, and the names of community people interested in parenting education programs.

3. Within one month of contact, the Commission will provide resources to the community coalitions in assessing the existence of parenting education opportunities in their community.

4. Within three years of contacting the Commission, each local community coalition will develop one additional parenting education resource.

In order to meet the above objectives, the first step is to make Kansans aware of the Commission and its emphasis. The initial tool for this will be the awareness brochure, in which PERC is described as being responsible for coordinating resources.

December, 1978

REPORT OF THE COMMITTEE ON PARENTHOOD EDUCATION RESOURCE CENTER

By: John Carlin, Chairperson
Bette Morris
Ruthann Oelsner
Mary Thomas

The Committee on the formation of a Parenthood Education Resource Center files the following report to contribute to the efforts of the Governor's Commission to design a statewide plan for education for parenthood that will:

1. Fulfill the directives of the House Concurrent Resolution No. 5060, which calls for the State Board of Education "to provide information about a number of proven program elements from which schools might select and adapt to their particular circumstances" and "to build a file of curricula and teaching materials relating to parenthood education programs for distribution to school districts and to provide technical assistance to schools and communities as they develop their own approaches to the program."

2. Comply with suggestions made by the Education Commission of the States (ECS) in their "Report and Recommendations of the National Advisory Committee on Child Abuse and Neglect", April, 1978, that state governments "identify a resource center to provide technical assistance for developing and implementing parenting education programs."

Need

School districts who indicate an interest in developing parenthood education programs need ready access to information about model programs developed by other school districts and the technical assistance to adopt or adapt these for their own system. They have further need for access to the wide variety of supportive materials currently available. They also need the ability to identify human resources with expertise in the area of education for parenthood.

The alternative, that each school district develop its own materials, would expend an inordinate amount of time, effort, and funds.

Community groups and individuals could also benefit from the services of the center in their efforts to gain knowledge of and to promote education for parenthood.

Services

1. Information

   The center would collect information about the description, location, and availability of parenting education programs and materials. Such information could be gathered from computer data bases (ERIC), state and federal governmental agencies (SRS, Maternal and Child Health, NDN), private organizations (March of Dimes, PTA), and school districts throughout the state and nation.

   The center would act as agent for school districts, groups, or individuals in procuring such information and materials.

   As funding permits, the center could obtain materials of high client interest to ensure maximum availability and use.

2. Technical Assistance

On request, technical assistance should be made available to school districts to aid in information usage, grant application and development, and adoption or adaptation of existing model programs.

Location And Staff

In agreement with the recommendations of the report by the ECS, the Committee suggests that no new agency be created to staff the center. The Kansas State Department of Education (KSDE) already maintains the Kansas Educational Dissemination and Diffusion System (KEDDS). The two components of KEDDS, KEDDS Resources and KEDDS Link, perform the information gathering and technical assistance functions for school districts.

As funds are made available, an education for parenthood specialist should be employed by Kansas State Department of Education to coordinate the activities of the center.

The Committee suggests that a special phone number be made available for direct access to the center.

* * * * * * * * * * *

With the high level of interest in the development and expansion of parenting education, the Governor's Commission on Education for Parenthood believes that a parenting resource center is an important key. It is our recommendation that such a center be established in the State Department of Education.

The parenthood education resource center should be a collaborative effort; and, through the work of the Governor's Commission, commitment of various state agencies to contribute to its success has been obtained.

The State Department of Health and Environment, Bureau of Maternal and Child Health, has an excellent film library on parenting topics, and they have offered complete accessibility to their cataloging and distribution system.

The State Department of Social and Rehabilitation Services, Division of Services to Children and Youth, has a budget item for professional educational material, some of which could be used for materials for the parenting resource center.

Both the State Department of Social and Rehabilitation Services and the Bureau of Maternal and Child Health will have available, if needed, consultation and training personnel.

The Board of Regents also offers resource people, consultation services, and audio-visual resources at its various campuses. Regional workshops, as an extension of the parenting resource center, can be held at the campus location.

The Kansas Education Dissemination and Diffusion System will contribute ongoing technical assistance to the Parenthood Education Resource Center and will assist in the design and implementation of the regional parenting workshops.

The Kansas Chapter, National Committee for Prevention of Child Abuse, has the prospect of receiving some monies to conduct training programs from the Health Education Welfare, National Center for Child Abuse and Neglect Region VII Office and, if such funds are received, would contribute to the workshops costs.

The important piece missing from this parenthood education resource center package is permanent staffing.

On September 1, 1978, Patricia Elliott was employed by the State Department of Education, as a CETA employee, to act as temporary coordinator of the Parenthood Education Resource Center. Ms. Elliott's position will be funded under the CETA program for only twelve months. The position terminates June 30, 1979. This is a temporary measure to initiate the center and can only provide limited services.

Appendix A

NATIONAL COMMITTEE FOR
PREVENTION OF CHILD ABUSE

Kansas Committee for the
Prevention of Child Abuse
214 West 6th, Suite #301
Topeka, Kansas 66603

SOME WOUNDS NEVER HEAL

With the full cooperation of Ken Oliver, Director of the Kansas State Penitentiary at Lansing, two important projects involving volunteer inmates have been completed. A thirty minute video-tape production entitled "Some Wounds Never Heal," with an introduction by Dr. Karl Menninger, was made at the prison. Three prisoners shared their personal family histories on tape in the hope that viewers would consider the consequences of abusive and neglectful parenting.

In addition, a number of prisoners were filmed for a national media campaign sponsored by the National Committee for the Prevention of Child Abuse. The theme is "Help destroy a family tradition --- prevent child abuse." These spots will be released across the country after January 1, 1980.

Appendix B

HOUSE CONCURRENT RESOLUTION No. 5060

A CONCURRENT RESOLUTION encouraging boards of education to initiate parenthood education programs in schools; requesting the state board of education to provide assistance to schools in developing such programs and requesting the state board of regents to train teachers in education for parenthood concepts.

WHEREAS, Prior generations of children were reared in a family-oriented environment in which the children stayed in the home, engaged in activities with the whole family and observed the responsibilities, problems and rewards of marriage and parenthood; and

WHEREAS, Today's youth are growing up in a new age in which one out of three marriages ends in divorce leading to the fact that nine million children in this country are being reared by one parent and therefore have no experience in parental teamwork in their lives; and

WHEREAS, The educational systems in this country provide programs which educate, train and prepare people for starting out in the job world, but relatively few schools offer training specifically touching on parenthood; and

WHEREAS, Of all the responsibilities people are called upon to undertake in this life, that of being a parent is perhaps the most perplexing and demanding and the one for which most people are poorly prepared: Now, therefore,

Be it resolved by the House of Representatives of the State of Kansas, the Senate concurring therein: That, in recognition by the Legislature of the State of Kansas, of the role which schools can play in helping to prepare students for the parenthood experience, the Legislature hereby urges and encourages schools and boards of education to assist in providing programs which will help to prepare youth for effective parenthood. The decision to provide education for parenthood in local schools must be a community decision and therefore such organizations as local school boards, parent-teacher associations and other youth-serving organizations should work together to confront the challenges to parenthood and family life today. In further recognition of the fact that no single format for parent education programs will fit the varying needs of the communities in Kansas, the state board of education is hereby requested to provide information about a number of proven program elements from which schools might select and adapt to their particular circumstances. The state board of education is further requested to build a file of curricula and teaching materials relating to parenthood education programs for distribution to school districts and to provide technical assistance to schools and communities as they develop their own approaches to the program.

Be it further resolved: That the state board of regents is hereby requested to continue their efforts in providing courses in the institutions under their control for training teachers in the concepts of parenthood and child development so that they may guide students into the roles of effective parents.

Be it further resolved: That the secretary of state is hereby directed to transmit a copy of this resolution to the chairman of the state board of regents, the chairman of the state board of education, and to the commissioner of education.

Effective Date - April 26, 1978

Appendix C
GOVERNOR'S TASK FORCE ON PROBLEMS OF YOUTH
Chaired by Robert Anderson
December 1978

SECTION I: INVESTING IN PREVENTION

INTRODUCTION

Currently, we are spending large amounts for the care and treatment of problem youth and teenage families while only small amounts are directed at prevention efforts. We are spending almost $10 million for group and family foster care of dependent, neglected, wayward, miscreant and delinquent youth and over $6.5 million for the operation of our state's youth centers. These figures increase as the number of youth in out-of-home care increases. The number of older youth in foster care increased by two-thirds in a recent eighteen-month period and the number of youth in our youth centers doubled between 1970 and 1975. In addition, we are spending over $4.2 million for the income support of welfare families headed by teenage mothers and a similar amount for their social and medical services. Currently, seven percent of our welfare families are headed by teenage mothers.

There are many causes for our youth needing state services. Causes include weak or nonexistent family structures, poor health, poverty, bad neighborhoods, deviant peer groups or families, teenage pregnancies, child abuse, learning disabilities, undetected health problems and other factors. No single theory has been accepted as predominant to explain youth problems as any set of factors can be significant in a particular case.

However, if we can identify ways to reduce the presence of the factors over which we have some control, the amounts saved by such preventive efforts should outweigh the costs of services. A modest reduction (10 percent) in the number of problem youth will save over $2.5 million in costs -- just for their care as youths. Many additional cost savings can be realized from a lessened number of crimes and from the costs of confinement for those who become adult criminals.

Our goal is to help Kansas youth become self-sufficient and productive members of society. A major step in achieving this goal is to insure that youth have every opportunity to complete a high school education and to be ready for further education, training or employment. Other steps relate to strengthening families.

In particular, we will discuss:

1. Child abuse;
2. Undetected health, developmental and educational problems;
3. The school's responsibility for getting every child through school; and
4. The family and youth's responsibility for the youth's actions.

A. CHILD ABUSE

FINDING:

Child abuse is a major factor contributing to delinquent behavior by our youth. Delinquent behavior in turn leads to increased public costs as these youth are removed from their homes and placed in group homes or committed to state institutions. In addition, abused youth who cannot be placed safely with their families are placed in family and group foster care -- again at public expense. A recent study of youth placed at the Youth Center at Topeka found that more than 40 percent of the youth had been physically abused by their families. Over the last year, reports of suspected child abuse increased from 8,500 to over 9,000, constituting more than one percent of our younger population.

Teenage parenthood is a major factor associated with child abuse and neglect. Teenage parents often lack the emotional maturity, knowledge and financial resources to handle the problems of child rearing. Teenage parenthood may have caused the teenager to quit school and to lose out on other opportunities, such as employment. A recent study by the Department of Health and Environment shows how strongly the problems of teenage parenthood relate to child abuse. Almost 70 percent of all suspected child abuse related deaths occur in families with teenage parents.

The numbers of teenage parents is a continuing problem. While the rate of pregnancy for women over age 18 has decreased over the past twenty years, the rate for girls aged 14-17 has remained about the same. In 1975, seven out of every 100 Kansas babies were born to girls aged 14-17 and an almost equal number of girls received abortions, a rate much higher than for older age groups.

Studies of individual child-abuse cases reveal that many of the abusive parents have unrealistic expectations of how their children should behave and respond to punishment. Often a parent's lack of knowledge about the stages of child development results in excessive punishment for behavior which the child cannot control or neglect of a child's needs, such as food preparation and personal hygiene.

Other studies focus on the problems of high risk mothers (such as teenagers). The primary problems are isolation from community and family support systems, poor access to medical services, lack of knowledge about nutrition and child rearing, and poverty resulting in poor pre- and postnatal nutrition.

An important aspect of child abuse is its cyclical nature in which many abusive parents were themselves abused as children. Such parents need special intervention efforts to help them avoid the repetition of abusive behavior that they learned as children.

In 1975, the Kansas Attorney General issued an opinion stating that family-planning centers could not serve persons under age 18, without parental consent. In 1976, he stated that this opinion did not apply to nonstate operated clinics such as those operated by county health departments. The second opinion helped stem the drop in women seeking family-planning services; however, the effect of the opinion and the recent removal of local governments from liability has resulted in our two largest counties refusing to offer services to persons under age 18, without parental consent. The county commissioners in these counties fear lawsuits from parents.

This lack of family-planning services probably will result in an increase of the number of illegitimate births to teenage mothers. Already, the illegitimacy rate has increased from 9.5 percent in 1975, to 9.9 percent in 1976 and to 10.5 percent in 1977. In 1977, there were 3,873 illegitimate births with 1,966 of these births to mothers aged 15-19. There were 59 births to girls aged 10-14.

RECOMMENDATION #1:

The Task Force recommends that the Legislature grant immunity from prosecution for physicians who provide family-planning services to persons under the age of 18, regardless of parental consent.

Currently, physicians are granted such immunity in the areas of emergency care and treatment for venereal disease and alcohol or drug abuse. Such immunity would discourage a further reduction in family-planning services and should encourage the restoration of these services to persons under age 18, regardless of parental consent, in Johnson and Sedgwick Counties. Failure to so act may result in an increase in the number of welfare families, high school dropouts and other problems.

Cost Estimate: Increases in family-planning costs will be offset by a reduced number of welfare and Medicaid recipients.

RECOMMENDATION #2:

The Task Force recommends budgetary support to the State Board of Education for promotion of parenting education, through the development of multi-curricular materials that are adaptable easily by any school district, by encouraging local requirements for parenting education and by encouraging adult-education courses in parenting education.

Cost Estimate: $22,637.

This amount was requested by the Department of Education in its FY 1980 budget request for an Education Program Specialist in parenting education.

RECOMMENDATION #3:

The Task Force recommends that the State Department of Health and Environment promote family-centered maternity care and specifically, infant-bonding programs. These programs promote shared childbirth experiences for both parents and spending the next several hours with the newborn child, as well as several hours on the following days. Studies now show that few, if any, of those who have gone through infant-bonding programs are ever suspected of child abuse. In addition, these programs cost little or nothing in their implementation and operation.